
6E

Action

Professional Services Committee

SB 2042 (Chapter 548, Statutes of 1998) Update on the Implementation of the Teacher Preparation Standards

Executive Summary: This agenda item provides an overview of SB 2042, its goals, implementation process, and accomplishments. In addition, a series of issues relating to SB 2042 that still need resolution are outlined for future consideration by the Commission at subsequent Commission meetings.

Recommended Action: That the Commission direct staff as described in the recommendations.

Presenters: Teri Clark, Administrator and Larry Birch, Director, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.

February 2007

SB 2042 (Chapter 548, Statutes of 1998) Update on the Implementation of the Teacher Preparation Standards

Introduction

The SB 2042 (Chapter 548, Statutes of 1998) credentialing reform represented a major overhaul of the teacher credentialing process that grew out of the prior work of the SB 1422 Advisory Panel (Chapter 1254, Statutes of 1992).

The SB 2042 reform had four main goals, as listed below:

- The creation of multiple, standards-based routes into teaching, including blended programs of undergraduate teacher preparation;
- The alignment of teacher preparation standards with State Board-adopted academic content and performance standards for students;
- A requirement that teachers pass a teaching performance assessment embedded in their preparation program prior to earning a preliminary teaching credential;
- A requirement that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching as a requirement for earning a professional teaching credential.

The Commission adopted the first standards based on the SB 2042 reform in September 2001. Since September 2001, the Commission has consistently worked to implement the provisions of SB 2042. But with the scope of work addressed in the reform there are issues that have not been adequately addressed to date. This agenda item provides a status report on the implementation of this landmark piece of legislation, an overview of topics needing further attention, information on the issues within the first topic, and a plan for bringing the remaining topics back to the Commission for consideration.

Background

From 1994-1997, the Commission sponsored a comprehensive review of the requirements for earning and renewing multiple and single subject teaching credentials, pursuant to SB 1422 (Chapter 1245, Statutes of 1992). The SB 1422 Advisory Panel appointed by the Commission examined all facets of the then-current credentialing system and developed a series of recommendations aimed at improving the recruitment, preparation, induction and ongoing development of teachers. The Commission received the SB 1422 Advisory Panel report in August 1997. Many of those recommendations were included in the omnibus legislation SB 2042 (Chapter 548, Statutes of 1998) that was signed into law in September 1998.

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of multiple and single subject K-12 teachers. SB 2042 (Chapter 548, Statutes of 1998) served as the impetus for the development of new standards and assessments and a new structure for teacher preparation, all of which are, pursuant to statute, aligned with the State Board-adopted academic content standards for students as well as the California Standards for the Teaching Profession (CSTP) adopted by the Commission and the Superintendent of Public Instruction.

A unique feature of SB 2042 was the opportunity to develop three sets of program standards simultaneously (Subject Matter Preparation, Preliminary Teacher Preparation, and Professional Teacher Preparation--Induction) so that the three sets of standards would be coherent, would build upon and reinforce each other, and would provide a logical and seamless transition for teacher candidates throughout their subject matter preparation, their pedagogical preparation, and their induction in their initial two years on the job.

As a result, the SB 2042 standards development process produced the conceptualization, development and implementation of a comprehensive and integrated "learning to teach" continuum for the first time in California history. Figure 1 provides an overview of the interrelationship between the three sets of standards, and illustrates the relationship between California's comprehensive learning-to-teach system, the Commission's SB 2042 standards, and the related SB 2042 program documents that were developed.

A number of agenda items have provided information and updates on the implementation of SB 2042 over the past few years and these items can be accessed on the Commission's web page for a more thorough understanding of SB 2042 and its implementation to date:

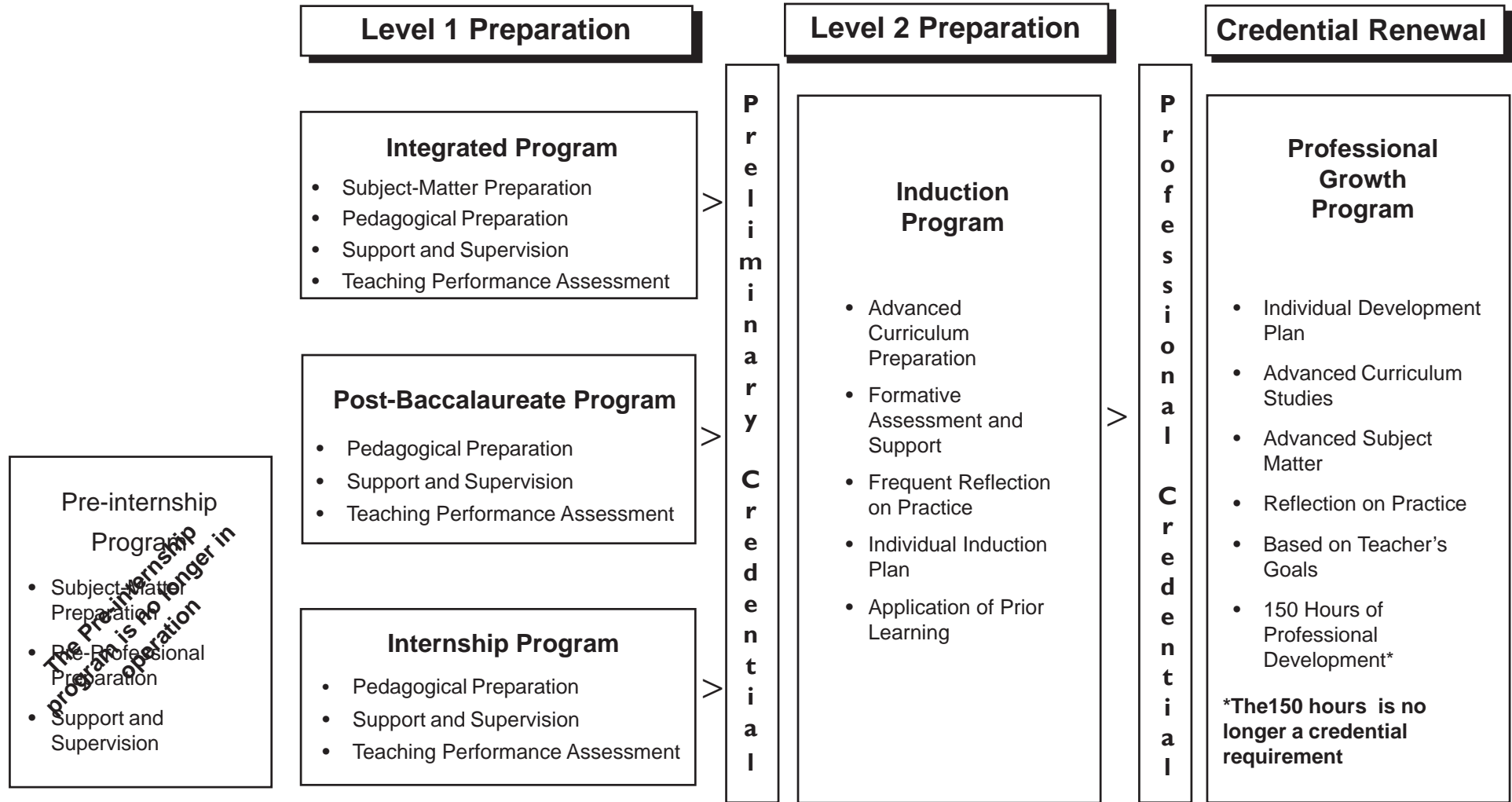
June 2004	http://www.ctc.ca.gov/commission/agendas/2004-06/june-2004-7A.pdf
April 2003	http://www.ctc.ca.gov/commission/agendas/2003-04/april_2003_PERF-2.pdf
November 2002	http://www.ctc.ca.gov/commission/agendas/2002/2002-11.pdf
September 2002	http://www.ctc.ca.gov/commission/agendas/2002/2002-09.pdf
May 2002	http://www.ctc.ca.gov/commission/agendas/2002/2002-05.pdf
April 2002	http://www.ctc.ca.gov/commission/agendas/2002/2002-04.pdf
March 2002	http://www.ctc.ca.gov/commission/agendas/2002/2002-03.pdf
September 2001	http://www.ctc.ca.gov/commission/agendas/2001/2001-09.pdf

Architecture of the SB 2042 Reform

In addition to the goals of the SB 2042 reform, listed above in the Introduction, additional objectives were identified by the advisory panel. All standards were developed with these goals in mind.

- Increase the levels of involvement of local education agencies in the preparation of teachers.

California's Learning to Teach System



SYSTEM QUALITIES

Multiple Entry Routes to Teaching for Teachers from Different Backgrounds

- Aligned with the Adopted Student Content Standards
- CSTP-Driven Multi-tiered Credential Structure

ACCOUNTABILITY

- Candidate Assessment
- Program Accreditation

COLLABORATION

- Schools and Universities
- State Agencies
- Practitioner Teamwork

- Empower local educators to be integral agents of learning to teach.
- Expand the talent pool of potential teachers including ethnic, racial and language diversity, more second career teachers, more male elementary and special education teachers, more paraprofessionals.
- Retain those teachers who demonstrate that they can perform those skills that are most likely to lead to improved achievement of all students.
- Develop and implement a system of uniform performance assessment based on a framework of common expectations regarding skills, abilities and knowledge needed by new teachers.
- Change the norms of practice:
 - assessment for the purpose of learning;
 - change the initial years of teaching from a rite of passage to supported induction;
 - emphasize the reflective practitioner;
 - encourage the formal participation of experienced practitioners in the development of novice teachers.
- Directly link student academic content standards to teacher preparation quality and performance standards.
- Develop a full range of credential options that accommodate potential teachers based on their developmental needs, their prior experiences and their adult learning modes.
- Perceive teacher preparation as an investment in California's future and put the resources in place to fund that investment.
- Improve the educational performance of students through improved preparation, support and assistance of new teachers.

In California, the preparation of a teacher under SB 2042 is now a multi-phase activity. As stated in the Introduction, one of the goals of the SB 2042 reform was to provide multiple, yet equivalent, routes through teacher preparation, as shown in Table 1. Each route must be aligned with the State Board-adopted academic content and performance standards for students. An individual may select among the routes depending on prior experiences, education, and personal preference.

At each level of preparation, however the focus differs. Subject matter preparation is designed to ensure that all teachers have the content knowledge of their subject(s) and an understanding of the K-12 academic content standards. The preliminary preparation programs are responsible for ensuring that the teacher understands the theory of and has the basic skills and abilities to teach the content to K-12 students. Finally in the professional preparation program, Induction or the Fifth Year of Study Programs, the program focuses on the application of both the content and pedagogical knowledge and skills in the teacher's classroom.

In addition, SB 2042 requires the three levels of teacher preparation (subject matter, pedagogical, and induction into the profession) to address the K-12 academic content in a recursive manner. For example, field experience in the schools is required in an approved subject matter program, in the preliminary preparation program and through the induction phase of the teacher's

preparation. The types of field experiences build through the three levels of the teacher preparation programs.

Table 1: Standards and Routes to Prepare a Teacher pursuant to SB 2042

Level of Preparation	Standards (date adopted)	Routes
<i>Subject Matter Preparation:</i> Multiple Subject	<i>Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential</i> (September 2001)	<ul style="list-style-type: none"> • Passage of CSET: Multiple Subject Examination (Completion of an approved elementary subject matter program ¹)
Single Subject	<i>Standards of Quality and Effectiveness for Subject Matter Preparation Programs</i> (2003-2006)	<ul style="list-style-type: none"> • Passage of CSET: Single Subject Examination • Completion of an approved single subject matter program
<i>Pedagogical Preparation:</i> Multiple Subject and Single Subject	<i>Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials</i> (September 2001)	<ul style="list-style-type: none"> • Traditional teacher preparation program offered by a college or university • Intern teacher preparation program offered by a university or a local education agency (LEA) including an Early Completion Option • Blended program of undergraduate teacher preparation offered by a college or university
<i>Induction into the Profession</i> Multiple Subject and Single Subject	<i>Standards of Quality and Effectiveness for Teacher Induction Programs</i> (March 2002) <i>Standards of Quality and Effectiveness for Advanced Course Work for the Multiple Subject and Single Subject Professional Clear Teaching Credential (Fifth Year of Study)</i>	<ul style="list-style-type: none"> • Approved LEA sponsored teacher induction program (BTSA) • Approved university sponsored teacher induction program² • Approved Fifth Year of Study Program³

¹Commission action was taken in October 2003 to require passage of the examination to comply with the State Board's implementation of No Child Left Behind (NCLB); therefore, completion of an approved subject matter program no longer waives the requirement to pass the examination.

²Currently there are no approved induction programs offered by a university.

³As of August 2004, completion of a Fifth Year of Study program is only available to those teachers for whom Induction is verified by the employer as not available.

Commission Accomplishments to date in Implementing SB 2042

- Development, adoption and implementation of Elementary Subject Matter Program Standards and the CSET: Multiple Subjects Examination.
- Development, adoption and implementation of Single Subject Matter Program Standards and CSET: Single Subject Examinations in thirteen subjects.
- Development, adoption and implementation of Blended (Integrated) Program Standards.
- Development, adoption and implementation of Preliminary Teacher Preparation Program Standards.
- Development and adoption of Assessment Quality Standards for Teacher Preparation Programs.
- Development, adoption and implementation of Induction Program Standards including the integration of work in health, mainstreaming and technology into an approved program.
- Development, adoption and implementation of Fifth Year of Study Program Standards including the integration of work in health, mainstreaming and technology into an approved program.
- Integration of content for teachers of English learners into every candidate's program at both the preliminary and professional levels.
- Planned and held Summer Workshops for three consecutive years focused on SB 2042 (2002-2004).
- Development and use of an advanced secure web-based review process (known as "Sparrow") in collaboration with a business entity to support peer review of program documents submitted in response to SB 2042 standards.
- Review, approval and implementation of 31 Elementary Subject Matter programs.
- Review, approval and implementation of 35 Single Subject Matter Programs.
- Review, approval and implementation of 87 Multiple Subject Teacher Preparation Programs.
- Review, approval and implementation of 77 Single Subject Teacher Preparation Programs.
- Review, approval and implementation of 13 Blended Programs of Teacher Preparation.
- Review, approval and implementation of 149 Induction Programs.
- Review, approval and implementation of 36 Fifth Year of Study Programs.
- Development and pilot of the California Teaching Performance Assessment model (TPA).
- Worked with over 40 teacher preparation programs to voluntarily implement the TPA.
- Trained over 400 individuals as assessor/scorers for the California TPA.

Issues Relating to SB 2042 for Consideration by the Commission

Despite the numerous and far-reaching outcomes of the SB 2042 reform to date, there still remain several areas of unfinished business to complete the implementation process. Each of these areas will be briefly identified below. The first topic is addressed later in this agenda item and there is a schedule for when each of the other three topics will return to the Commission for discussion:

Topic 1: Issues related to the SB 2042 program standards

The issues to be addressed here by the Commission relate to some overarching concerns about the status of the complete set of SB 2042 program standards (subject matter preparation, teacher preparation, and induction). This topic is addressed later in this agenda item.

Policy Questions:

- To what degree do the Common Standards overlap with the adopted Program Standards, and how can any overlap best be addressed?
- What should be the final format of the three sets of standards, especially with regard to what are currently expressed as 'Required Elements' within the standards?
- Should the Commission formally publish the complete set of SB 2042 standards? If so, in what format should these be edited and published?
- What schedule for the periodic review and updating of the Commission's adopted credential program standards should be established?

Topic 2: Subject Matter Preparation

The issue to be considered by the Commission is the role of undergraduate subject matter preparation programs considering both the goals of SB 2042 and the No Child Left Behind Act. Currently multiple subject candidates are required to pass the CSET examination to demonstrate subject matter competence. Single subject candidates may demonstrate subject matter competence by completing a Commission approved subject matter preparation program or by passing the appropriate CSET examination.

Policy Questions:

- Should the Commission continue to approve elementary subject matter preparation programs?
- If not, what should be the official status of elementary subject matter preparation programs previously approved by the Commission?
- Should there continue to be both the approved program route and the examination route for single subject candidates?

Topic 3: Pedagogical Teacher Preparation

There are a number of related issues to be considered by the Commission with respect to pedagogical teacher preparation. One of the topics is how the adopted standards address the delivery option of an internship program. Is the current program standard language sufficient in relation to Intern Programs? A different issue is related to Blended (Integrated) programs and if these programs should be considered separate programs or another delivery option for the pedagogical preparation program. A third issue is the role of emphasis, certificate and specialist programs within the SB 2042 architecture. These issues will be brought back to the Commission for consideration at the March 2007 meeting.

Policy Questions:

- Do the currently adopted program standards include adequate language related to the delivery of the preliminary preparation program through an intern model?
- Should the Blended (Integrated) program standards be incorporated with the SB 2042 preliminary teacher preparation program standards, or should they remain separate?
- Should there continue to be emphasis, certificate and specialist programs within the SB 2042 architecture? If so, how are these best integrated with the SB 2042 preliminary teacher preparation program standards?

Topic 4: Induction into the Profession

The issue to be considered by the Commission concerns the comparability of the two available routes to earning a Professional Teaching Credential (Induction and Fifth Year). There is a stakeholder group that has met a number of times on this topic and will be meeting again on February 13, 2007. The Committee on Accreditation will discuss this topic at the February 2007 meeting and the recommendations from both the stakeholder meeting and the Committee will be brought back to the Commission.

Policy Questions:

- What is the current level of comparability of the standards for Induction programs and Fifth Year of Study Programs, and how can any disparities best be addressed?
- Who is eligible for a Fifth Year of Study program and are there individuals for whom neither an Induction Program nor a Fifth Year of Study program is available? How can these individuals earn a Professional Teaching Credential?

Plan for the Commission to Address the Issues Relating to SB 2042

Because of the complexity of each of the broad topics described above and the need for sufficient Commission discussion and public input, staff will plan to address each of these topics over the coming months. The general plan for addressing each of these topics is as follows:

Commission Meeting	SB 2042 Topic
February 2007	Issues related to the SB 2042 program standards
March 2007	Pedagogical Teacher Preparation
April 2007	Induction into the Profession
June 2007	Subject Matter Preparation

Topic 1: Issues related to the SB 2042 program standards

In keeping with the above listed schedule, staff seeks Commission direction at this meeting on the first critical topic related to SB 2042 program standards. Previously in this agenda item, this

topic and the related policy questions were introduced briefly. The following provides additional detail on the matter for Commission consideration and discussion.

Common Standards and Overlap with the Program Standards

- To what degree do the Common Standards overlap with the adopted Program Standards, and how can any overlap best be addressed?

Since 2001, when the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials* were adopted, some areas of overlap between the adopted Common Standards and the Preliminary Preparation Program Standards have been identified. For example, Preliminary Preparation Program Standard 16: *Selection of Fieldwork Sites and Qualifications of Field Supervisors* has requirements that are also addressed in the Common Standard 8: Field Supervisors.

Commission staff recommends a thorough review be conducted of the adopted Common and Program Standards for multiple and single subject teachers to identify and address redundancy. Staff will work with stakeholders on the review of the adopted Common and Program Standards and return to the Commission with recommendations for revisions of the standards.

Required Elements

- What should be the final format of the three sets of standards, especially with regard to what are currently expressed as ‘Required Elements’ within the standards?

The standards of quality and effectiveness adopted as a result of the SB 2042 reform included required elements following every standard. A preparation program is responsible to meet the requirements stated in the standard and also in each of the required elements. The intent of the SB 2042 panel was to ensure that the reform was implemented in a consistent and equitable manner across all programs in the state.

But in working with stakeholders it has become clear that the required elements per se, and the number of required elements, have constrained and restricted teacher preparation programs in unproductive ways. There is wide agreement that there are important attributes of preparation programs stated in the standards, but that the number and scope of the required elements in further explicating the concepts contained within the standard statements are excessive and redundant.

It is possible that the number of required elements should be reduced. If a concept is fully covered in the standard statement, it may not need to be repeated in a required element. There may be requirements that need revision. It is possible that required elements may not be necessary if the standard statements are robust and clear. As an example, The *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL)* adopted by the Commission on November 30, 2006 contained “Essential Questions” instead of required elements. For these standards, the panel and staff worked to ensure that the standard statements were clear and included all the necessary concepts. The essential questions are provided to

explicate the standard and provide a structure that both the program and the reviewers may use to support the development and initial review of the program.

Commission staff recommends that a review of all the adopted SB 2042 program standards be done and possible modifications to the format of the standards and the required elements be brought back to the Commission at a later meeting.

Presentation and Publication of the Standards

- Should the Commission formally publish the complete set of SB 2042 standards? If so, in what format should these be edited and published?

The intent of the SB 2042 reform included the concept of an articulated teacher preparation system. To date, the following standards have all been adopted and are available on the Commission's web site.

- *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential*
- *Standards of Quality and Effectiveness for Subject Matter Preparation Programs, for thirteen single subjects*
- *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*
- *Standards of Quality and Effectiveness for Teacher Induction Programs*
- *Standards of Quality and Effectiveness for Advanced Course Work for the Multiple Subject and Single Subject Professional Clear Teaching Credential (Fifth Year of Study)*

But these standards have not been published or presented as an articulated system of teacher preparation. Since the SB 2042 reforms envisioned the teacher preparation process to be an integrated system with multiple, yet comparable, routes, the standards, once any revisions have been adopted by the Commission, should be published and presented in a manner that implements this intent.

Commission staff recommends that the Commission organize and publish all of the teacher preparation standards listed above as the Commission's adopted cohesive system of program standards for the preparation of multiple and single subject teachers.

Review of Credential Program Standards on a Regular Basis

- What schedule for the periodic review and updating of the Commission's adopted credential program standards should be established?

Credential requirements along with the credential program standards that define these requirements for program sponsors should not be static. Requirements and standards should be reviewed and revised as necessary. SB 2042 charges the Commission to align its program

requirements and standards for multiple and single subject preparation programs to the curriculum frameworks and student content standards adopted by the State Board of Education (SBE). Therefore, it is only logical that after the SBE adopts new frameworks or content standards, that the appropriate preparation program standards be reviewed and revised, if necessary.

Commission staff recommends bringing an agenda item with a plan for reviewing all credential program standards on a routine basis to the Commission in March 2007. Included in the item will be a review of all credential and certificate programs offered and when the applicable standards were last reviewed, revised, and adopted by the Commission.

Recommended Actions:

That the Commission direct staff to:

1. Conduct a thorough review of the adopted Common and Program Standards for multiple and single subject teachers to identify and address redundancy. Work with stakeholders on the review of the adopted Common and Program Standards and return to the Commission with recommendations for revisions of the standards.
2. Conduct a review of all the adopted SB 2042 program standards. Work with stakeholders to identify possible modifications to the format of the standards and the required elements, and then bring recommendations back to the Commission at a later meeting.
3. Organize and publish all of the teacher preparation standards listed above as the Commission's adopted cohesive system of program standards for the preparation of multiple and single subject teachers.
4. Bring an agenda item with a plan for reviewing all credential program standards on a routine basis to the Commission in March 2007.

Appendix A

Multiple and Single Subject Preparation Programs

Subject Matter Preparation Programs

Pedagogical Preparation Programs

Induction into the Profession Programs

Subject Matter Preparation Programs

Institutions Approved to Offer Elementary Subject Matter Programs (31)

CSU Bakersfield	Concordia University
CSU Chico	Dominican University
CSU Fullerton	Fresno Pacific University
CSU Los Angeles	Holy Names University
CSU Monterey Bay	InterAmerican College
CSU Northridge	Loyola Marymount University
CSU San Diego	Masters College
CSU San Jose	Mount St. Mary's University
CSU Stanislaus	National University
Azusa Pacific University	National Hispanic University
Bethany College	Notre Dame De Namur University
Biola University	Pepperdine University
Cal Lutheran University	Pt.Loma Nazarene University
California Baptist University	University of San Diego
Chapman University	University of La Verne
	University of the Pacific

Institutions Approved to Offer Single Subject Matter Programs (35)

<i>English Language Arts</i>	<i>Mathematics</i>
CSU Channel Islands	CSU Channel Islands
CSU Dominguez Hills	CSU Dominguez Hills
CSU Fullerton	CSU Long Beach
CSU Long Beach	CSU Los Angeles
CSU Northridge	CSU Northridge
CSU Sacramento	Cal Poly Pomona
CSU San Bernardino	CSU Sacramento
San Francisco State	San Jose State
National University	Sonoma State
Saint Mary's	CSU Stanislaus
	UC Irvine
<i>Social Sciences</i>	Loyola Marymount
Chico State	National University
CSU Fresno	Pt.Loma
CSU Fullerton	University of San Diego
CSU Los Angeles	
CSU Northridge	<i>Science</i>
CSU Sacramento	Chico State: Chemistry
Azusa Pacific	Chico State: Physics
Loyola Marymount	

Pedagogical Preparation Programs

Program Sponsors for Multiple Subject and Single Subject Programs

Multiple Subject Programs (86)

CSU Bakersfield
Cal State Teach
CSU Channel Islands
CSU Chico
CSU Dominguez Hills
CSU East Bay
CSU Fresno
CSU Fullerton
Humboldt State University
CSU Long Beach
CSU Los Angeles
CSU Monterey Bay
CSU Northridge
Cal Poly Pomona
CSU Sacramento
CSU San Bernardino
San Diego State
San Francisco State
San Jose State
Cal Poly San Luis Obispo
CSU San Marcos
Sonoma State
CSU Stanislaus
UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
UC Riverside
UC San Diego
UC Santa Barbara
UC Santa Cruz
Alliant
Antioch
Argosy
Azusa Pacific
Bethany
Biola
California Baptist
Cal Lutheran
Chapman
Claremont
Concordia
Dominican
Fresno Pacific
Holy Names
Hope International
InterAmerican
John F. Kennedy University

Single Subject Programs (77)

CSU Bakersfield
CSU Channel Islands
CSU Chico
CSU Dominguez Hills
CSU East Bay
CSU Fresno
CSU Fullerton
Humboldt State University
CSU Long Beach
CSU Los Angeles
CSU Monterey Bay
CSU Northridge
Cal Poly Pomona
CSU Sacramento
CSU San Bernardino
San Diego State
San Francisco State
San Jose State
Cal Poly San Luis Obispo
CSU San Marcos
Sonoma State
CSU Stanislaus
UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
UC Riverside
UC San Diego
UC Santa Barbara
UC Santa Cruz
Alliant
Argosy
Azusa Pacific
Bethany
Biola
California Baptist
Cal Lutheran
Chapman
Claremont
Concordia
Dominican
Fresno Pacific
Holy Names
InterAmerican
John F. Kennedy University
La Sierra
Loyola Marymount
The Masters College

Pedagogical Preparation Programs

La Sierra
Loyola Marymount
The Masters College
Mills College
Mount St. Mary's College
National University
National Hispanic University
New College of California
Notre Dame de Namur
Occidental
Pacific Oaks
Pacific Union
Patten
Pepperdine
Pt. Loma Nazarene
San Diego Christian
Santa Clara
Simpson
St. Mary's College
Stanford
Touro
University of La Verne
University of Phoenix
University of Redlands
University of San Diego
University of San Francisco
University of Southern California
University of the Pacific
Vanguard
Western Governors
Westmont
Whittier
William Jessup
Compton USD
Los Angeles USD
Ontario Montclair SD
Sacramento COE – Project Pipeline
San Diego City Schools

Mills College
National University
National Hispanic University
Notre Dame de Namur
Occidental
Pacific Union
Patten
Pepperdine
Pt. Loma Nazarene
San Diego Christian
Santa Clara
Simpson
St. Mary's College
Stanford
Touro
University of La Verne
University of Phoenix
University of Redlands
University of San Diego
University of San Francisco
University of Southern California
University of the Pacific
Vanguard
Western Governors
Westmont
High Tech High School
Los Angeles USD
Sacramento COE – Project Pipeline
San Diego City Schools

Program Sponsors for Blended Multiple Subject or Single Subject Programs

CSU Bakersfield	CSU Sacramento
CSU Chico	CSU Stanislaus
CSU Fresno	Cal Lutheran University
Humboldt State	Dominican University
CSU Los Angeles	
CSU Monterey Bay	
CSU Northridge	

Induction Into the Profession Programs

Induction Program Sponsors (149)

Alhambra Unified	Hanford Elementary
Anaheim City School District	Hayward Unified
Anaheim Union High School District	Imperial COE
Antelope Valley Union High School District	Keppel Union Elementary
Antioch USD	Kern County Superintendent of Schools
Arcadia USD	Kern High School District
Aspire Public Schools	Kings COE
Azusa Unified	La Habra School District
Bakersfield City Unified	La Mesa-Spring Valley School District
Baldwin Park Unified	Lancaster Elementary
Bellflower Unified	Lawndale USD
Brentwood USD	Lodi USD
Burbank Unified	Long Beach Unified
Butte COE	Los Angeles COE
Cajon Valley Union Elementary	Los Angeles Unified
Campbell Union Elementary School District	Madera Unified
Capistrano Unified	Manteca Unified
Castaic School District	Marin COE
Central Unified	Merced COE
Chaffey Joint Union High School	Merced Union High School District
Chino Valley Unified	Milpitas Unified
Chula Vista Elementary	Modesto City Unified
Clovis Unified	Montebello Unified
Compton USD	Monterey COE
Conejo Valley Unified School District	Mt. Diablo Unified
Contra Costa COE	Murrieta Valley Unified
Corona-Norco Unified	Napa COE
Culver City Unified	New Haven Unified
Davis JUSD	Newark Unified Unified School
Downey Unified	Newport-Mesa Unified
El Dorado COE	Norwalk-La Mirada USD
El Rancho Unified	Oakland Unified
Elk Grove USD	Ocean View School District
Encinitas Union Elementary	Oceanside Unified
Escondido Unified	Ontario-Montclair School District
Escondido Union High School District	Orange County Department of Education
Etiwanda School District	Orange Unified
Evergreen Elementary School District	Palmdale Elementary School District
Fairfield USD	Palo Alto Unified
Fontana Unified	Palos Verdes Peninsula USD
Fremont Unified	Panama-Buena Vista Union School District
Fresno COE	Paramount Unified
Fresno Unified	Pasadena Unified
Fullerton Joint Union HSD	Placentia-Yorba Linda Unified
Garden Grove Unified School District	Placer COE
Glendale Unified	Pleasanton USD
Greenfield Union School District	Pomona Unified
Grossmont Union High School District	Poway Unified
Hacienda La Puente Unified	Redwood City

Induction Into the Profession Programs

Rialto Unified	Santa Rosa City Schools
Riverside COE	Saugus Union Elementary School District
Riverside Unified	Selma Unified
Rowland Unified	Sequoia Union High School District
Sacramento City USD	Sonoma COE
Sacramento COE	Stanislaus COE
Saddleback Valley Unified School District	Stockton USD
San Bernardino City Unified	Sutter COE
San Diego County Office of Education	Sweetwater Union High School District
San Diego Unified	Tehama COE
San Dieguito Union High School	Temple City USD
San Francisco Unified	Torrance Unified
San Gabriel Unified	Tracy USD
San Joaquin COE	Tulare City Elementary
San Jose Unified	Tulare COE
San Juan USD	Tustin Unified
San Luis Obispo COE	Vallejo City USD
San Marcos Unified	Ventura COE
San Mateo County Office of Education	Vista Unified
San Ramon Valley Unified	Walnut Valley USD
Santa Ana Unified School District	West Contra Costa USD
Santa Barbara CEO	West Covina USD
Santa Clara Unified	Westside Union Elementary
Santa Cruz COE	Wm. S. Hart Union High School District
Santa Monica-Malibu Unified	

Institutions Approved to Offer Fifth Year of Study Programs (36)

CSU East Bay	Cal Lutheran
CSU Fullerton	Chapman
CSU Long Beach	Dominican
CSU Los Angeles	Fresno Pacific
Cal Poly Pomona	InterAmerican
CSU Sacramento	John F. Kennedy University
CSU San Bernardino	La Loyola Marymount
San Diego State	Mount St. Mary's
CSU San Marcos	National Hispanic
UC Los Angeles	National University
UC Riverside	Notre Dame De Namur
UC San Diego	Pacific Union
UC Santa Cruz	Pt. Loma Nazarene
Antioch	San Diego Christian
Azusa Pacific	Santa Clara
Bethany	University of Redlands
Biola	University of Southern California
California Baptist	Vanguard